



For the 2nd year in a row, Missouri ranks 2nd in new apprentices and completed apprentices. This is a testament to our incomparable enthusiasm for partnership. Apprenticeship Missouri, with the Department of Higher Education and Workforce Development (DHEWD), is investing in the talent pipelines that feed into registered apprenticeship programs. Pre-apprenticeships provide career preparation and improve workplace expectations. This \$1,000,000 investment will help launch pre-apprenticeships; preparing the system for more apprentices and support Governor Mike Parson's goal of 20,000 apprentices by 2025.

Registered Apprenticeship continues to expand in the U.S. at rates not seen in a decade.

To meet the new demand for apprentices, all potential candidates must be considered, which is why states, employers, and intermediaries have been making efforts to directly address those segments of the nation's population that remain under-represented in apprenticeships.

<https://youthasready.workforceegps.org/resources/2020/08/18/15/18/expanding-apprenticeship-to-under-represented-populations>

Goals:

- 10 New Pre-apprenticeship Programs that Registered Apprenticeship Program expansion and capacity.
- Increase the menu of options for Missouri's citizens.
- Increase access to apprenticeships through pre-apprenticeships.
- Increase diversity of registered apprenticeships.
- Increase active apprentices in existing programs through pre-apprenticeship.
- Support pre-apprenticeship completers with accessing employment.

Tier I

- Development Costs
- \$25,000 Max
- Admin and staffing allowed in this award
- 25% Match requirement

Tier II

- Participant Costs
- \$50,000 Max
- \$1,500 max per participant
- 25% Match requirement
- Pilot + 10 participants minimum

Application Requirements

- Must apply between February 17, 2021 and March 15, 2021 at 5pm. Submit to jeanna.caldwell@dhewd.mo.gov.
- Must be an intermediary partner: School District/CTE/College or Local Workforce Development Board.
- Must take on responsibility for case management of individuals in state system MoJobs.
- Must apply with MO Apprentice Ready Request for Funds Form and supply all required letters of commitment and comply with project narrative requirements and project expectations.
- Must ensure that project is designed to increase accessibility for underrepresented populations.
- Direct questions on any of these requirements to jeanna.caldwell@dhewd.mo.gov.
- All approvals are contingent on availability of funds.

Timeline

Competitive Process. Application Window February 17 to March 15, 2021; Notice of Awards, April 1, 2021.

What is needed, is more on-ramps to good careers with options that quickly address employers' most pressing needs. New ways to identify, assess, and hire talent are required. By developing and honing pre-apprenticeships, we can make apprenticeships and other workforce systems more effective and equitable, creating greater access to opportunities and good careers for everyone.

<https://www.iff.org/points-of-view/we-need-raise-bar-pre-apprenticeships/>

Definitions

Registered Apprenticeship - a proven training program that is used as a talent development strategy for recruiting, training and retaining talent and has been used in industry for decades.

- Apprenticeships are registered and validated by the U.S. Department of Labor.
- Apprenticeship are employment.
- Apprenticeships are a work-based learning model where apprentices have supervised on-the-job training, along with job-related education, all while earning a wage that increases during the progression of the program.

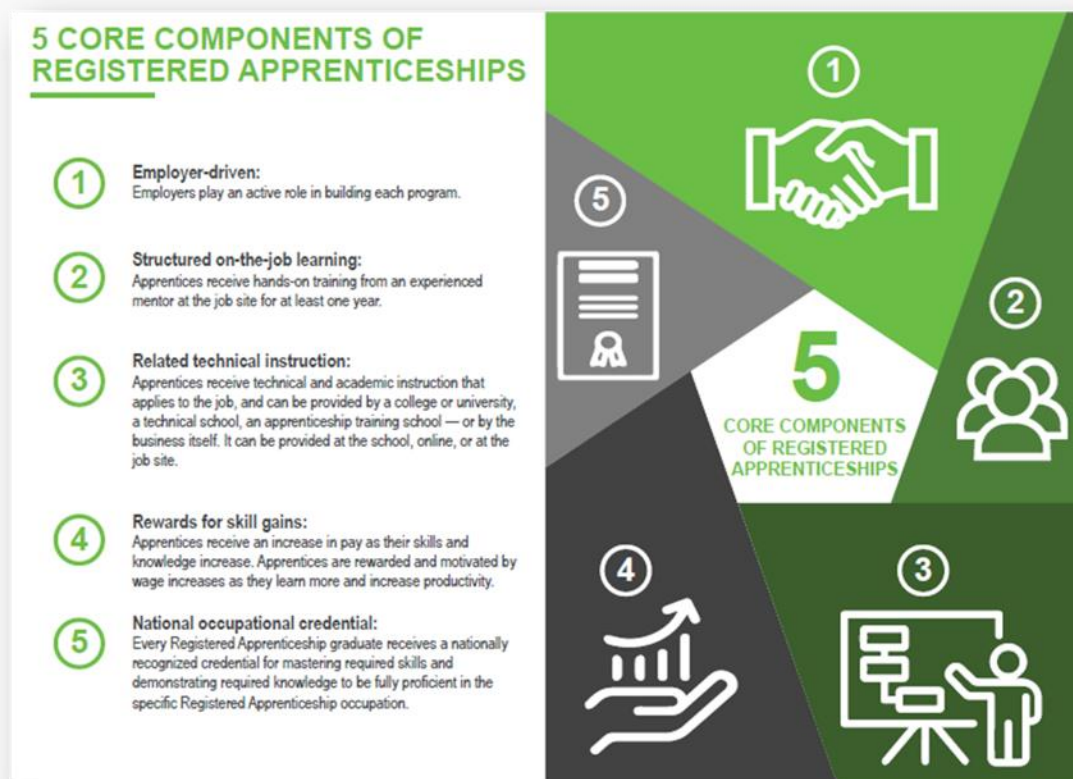


Image Description: The 5 Core Components of Apprenticeship, Employer-driven, on-the-job learning, related technical instruction, rewards for skill gains, national occupational credential

Pre-apprenticeships are a great tool for people to prepare for apprenticeships and learn more about a field to make sure that it will be a good match for them. Pre-apprenticeship programs are not federally vetted, but a high-quality pre-apprenticeship must have a strong relationship with at least one apprenticeship program, feature training and curriculum that aligns with that program, and include a wide range of support services designed specifically to help participants succeed. Pre-apprenticeships are usually short in duration, typically 1-4 weeks long. The biggest difference between pre-apprenticeships and apprenticeships is that the apprentice has not yet been hired and typically does not receive pay during the training period.

Apprenticeship Articulation Agreements/Letters of Commitment - are agreements that spell out the commitment between preparatory and local apprenticeship programs toward providing a defined pathway to registered apprenticeship up to and including direct entry options. Many articulation agreements result in pre-apprenticeship program completers receiving "preferred consideration" in the registered apprenticeship program application process.

Direct-entry is an option under registered standards of apprenticeship whereby sponsors can enter into agreements with preparatory program(s) to allow for a student, upon successful completion, to be accepted and registered as an apprentice. Direct entry options are intended to ensure a diverse pool of qualified applicants entering registered apprenticeship programs.

Workplace Exposure - a system of gaining on-the-job experience by placement in a work environment for a specific period of time. Participants are engaged in the production methodology associated with the specific occupations and are supervised at all times by a worker that is considered an expert in the specific occupation. A primary goal of internship/work experience is to build both technical and job awareness skills. Placements may be paid or unpaid.

Job Shadowing - a system of gaining on the job knowledge through observation. Those job shadowing are assigned to a work environment where the production methodology associated with the specific occupation is ongoing. Those job shadowing are not employed in the production process, but gain knowledge of the occupation through observation. Job shadowing experiences will not extend beyond one week for a 2 single site assignment. Job shadowing participants are unpaid.

Safety - Project shall state specific provisions for training all pre-apprentices in safety practices appropriate to their occupation(s), and for ensuring that all equipment and facilities used in the program are adequate and safe.

EEO - Project must include provisions for ensuring fairness in recruitment, selection, and treatment of trainees.

https://jobs.mo.gov/sites/jobs/files/dwd-102_english_10-2019_8.5x14.pdf

Underrepresented means a population that does not represent the majority, or a proportional share as indicated by appropriate data, of current participants in Registered Apprenticeship. For example, veterans may be an under-represented population in Registered Apprenticeship. Broadly, the intent of this term is to encourage apprenticeship readiness programs to be inclusive of all populations that may benefit from Registered Apprenticeship, including those that do not, proportionally participate in Registered Apprenticeship regardless of the reason.

Appropriate Data of Current Participants in Missouri's Registered Apprenticeships (source: RAPIDS, FY20)

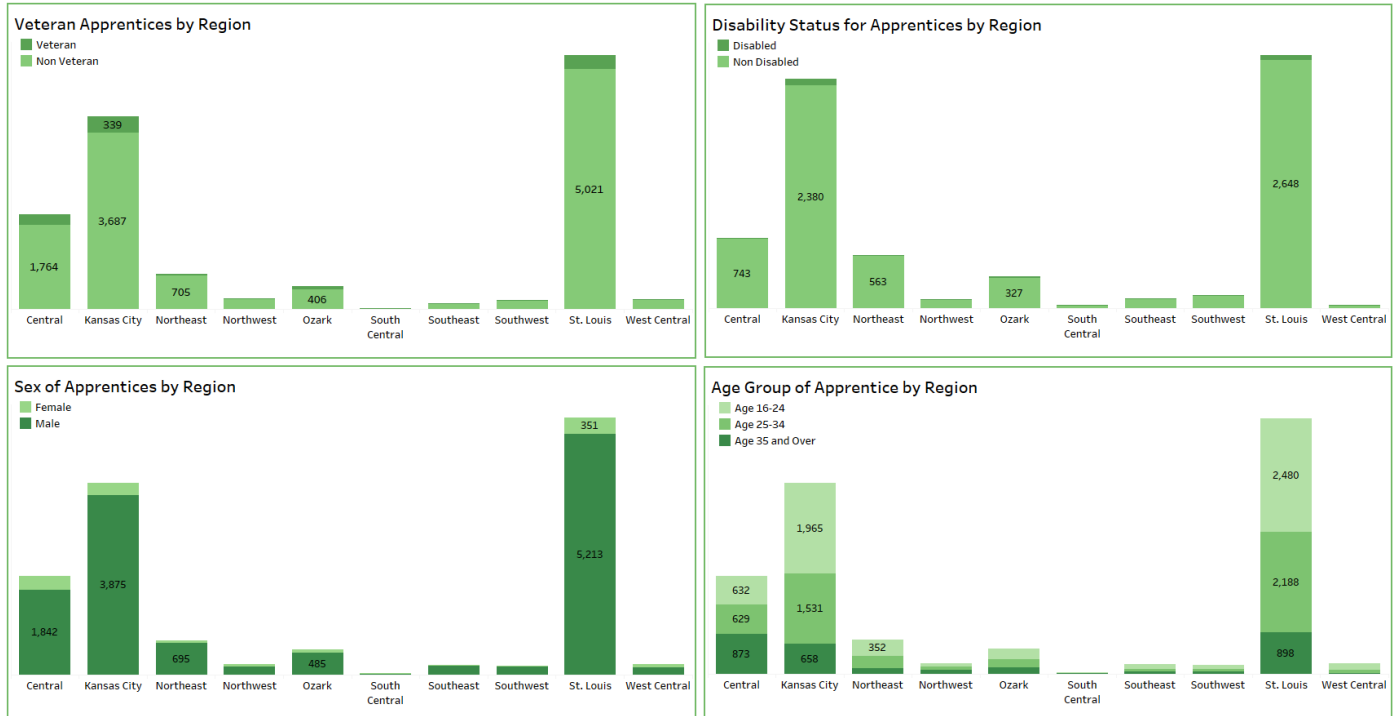


Image Description: Bar Graphs Regional Apprentice Data: Veteran Status, Disability Status, Gender Status, Age Status

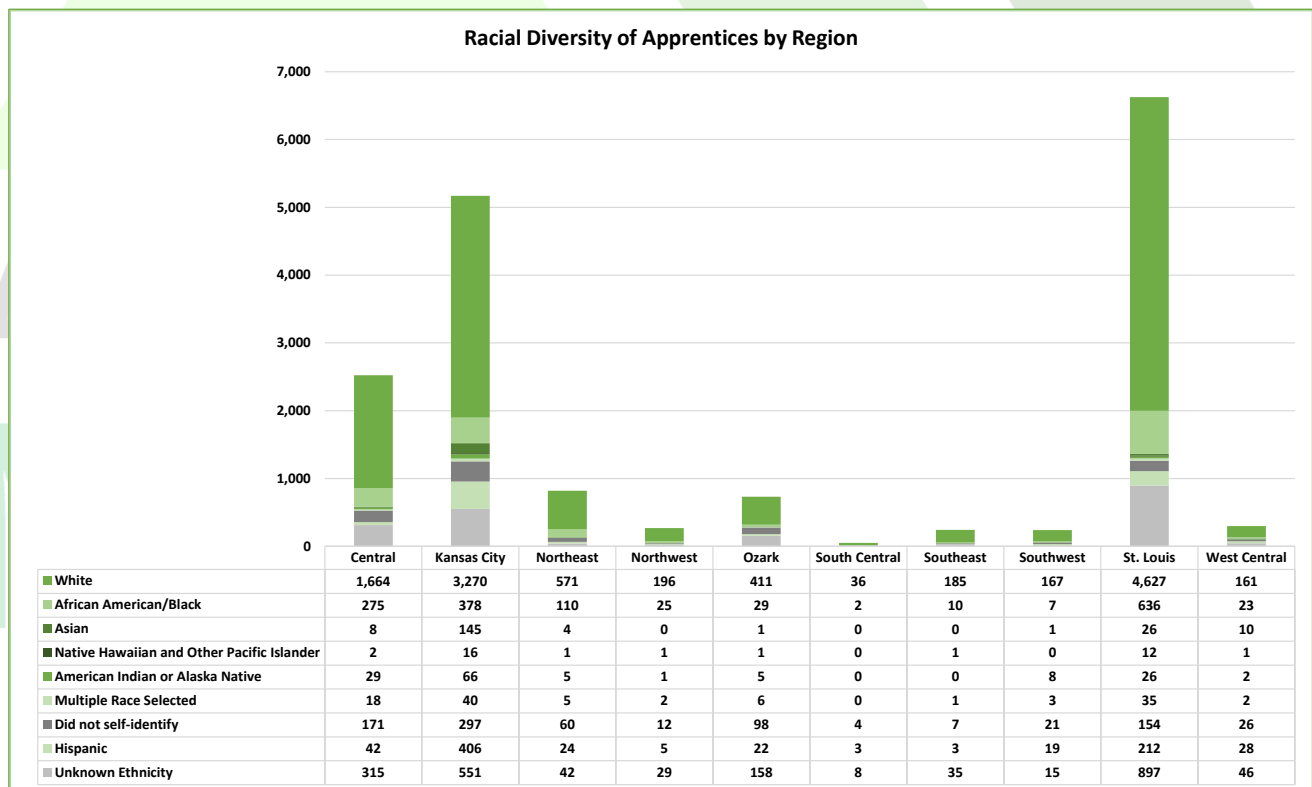


Image Description: Bar Graph Racial Diversity of Apprentices by Region

Missouri Apprentice Ready is a product of the Return Strong initiative and Apprenticeship Missouri.

The Return Strong initiative is aimed at strengthening Missouri's Workforce as it bounces back from the economic impacts of COVID-19. Specifically, Missouri Apprentice Ready is designed to help Missourians skill up and get back to work.

This program supports DHEWD's initiative to serve more diverse Missourians in postsecondary and workforce programs to advance equity.

This program will also result in the development of a pre-apprenticeship framework that is specific to the needs of Missouri's citizens. A framework from Jobs for the Future is provided in this guide to assist in development of high quality pre-apprenticeship programs.

Image Description: Guiding Principles of Return Strong, circular flow chart: access to benefits, prepare for work, secure work, access training, sustainable employment



This program is embedded in the **Job Centers of the Future** initiative and will use new strategies to broaden the scale and scope of Missouri's workforce development programs. These strategies include tracking customer progress as they move through the job seeking process, establishing performance goals that are competitive with other Midwestern states, and enhancing our marketing capabilities to extend the reach of the state's workforce services.



Image Description Job Centers of the Future Logo

Pre-apprenticeship Framework (Jobs for the Future Model)

<https://www.jff.org/resources/jffs-framework-high-quality-pre-apprenticeship-program/>

Pre-apprenticeship programs may be delivered by a range of entities including community-based organizations, high schools, labor organizations, workforce agencies, or community colleges. For educational institutions, the programs can and should integrate directly into their existing curriculum and structure. High-quality pre-apprenticeship programs link directly to existing apprenticeship programs and provide the instruction, preparation, and supports to advance participants to apprenticeship programs or careers.

With high-quality implementation, these programs can be a bridge to career opportunities for students, new workers, or underprepared learners. This is a particularly effective strategy to prepare underrepresented populations for high-quality employment opportunities and to increase diversity and equity through the apprenticeship and workforce systems.

Unlike the registration process that is available for apprenticeship programs at the state and federal levels, pre-apprenticeships are not federally vetted. Instead, the U.S. Department of Labor has outlined several elements that encompass a quality pre-apprenticeship program in its Training and Employment Notice ([TEN 13-12](#)) and in Training and Employment Guidance Letter ([TEGL 13-16](#)).



Image Description Healthcare Apprentices smiling; Text: Get a head start on your future

1. Transparent Entry and Success Requirements

- Clearly articulates entry requirements, including stipulations on any academic prerequisites, employability skills, and social-emotional skills.
- Clearly articulates expectations for participation, such as self-management, persistence skills, and other success requirements.
- Clearly articulates requirements for successful transition from the pre-apprenticeship program to at least one apprenticeship program, including skills, credentials, and other aspects that ensure access to stable employment (such as a drivers' license, fees, drug testing, or GED).
- Identifies and flags for participants which requirements, such as physical capabilities or absence of specific criminal convictions, cannot be overcome through program supports, and works with Registered Apprenticeship sponsors to add accessibility by removing these barriers whenever possible.

- Implements strategies to help participants address gaps in requirements for entry into an apprenticeship.



Image Description Culinary Apprentice whisking ingredients in a saucepan, Text: Gain the skills needed to succeed

2. Alignment with Skills Sought by Local Employers and High-Quality Apprenticeship Programs

- Supports participants in acquiring employability skills such as teamwork, written communication, problem solving, initiative, flexibility, and reliability.
- Supports participants in acquiring sufficient skills and academic credentials for entry into a high-quality apprenticeship or an entry-level job with advancement potential in the industry.
- Aligns curriculum with a range of training and employment pathways.
- Designs instruction and training to reach underserved populations.



Image Description, Electrician Apprentice using a screwdriver, Text: Earn industry-recognized credentials

3. Culmination in One or More Industry-Recognized Credentials

- Facilitates earning credentials that support direct entry into the workforce, are aligned with labor-market demand, and are validated by regional and/or national employers or industry associations.
- Facilitates earning credentials that are stackable and portable.
- Facilitates earning credentials that prepare participants or align with the skills identified for training and curriculum.
- Embeds preparation for earning industry-recognized credentials into the curriculum, including supports such as test delivery.



Image Description, Automotive Apprentice performing diagnostics under a car hood, Text: Get a head start on success

4. Development of Skills Through Hands-On Activities and Work-Based Learning

- Embeds hands-on activities into the curriculum, including work-based learning or on-the-job learning, that are relevant to the target occupation.
- Structures hands-on activities to make clear what skills are gained, how they are validated, and how they can be applied in a future career.
- Structures hands-on activities in a classroom, worksite, or lab to be experiential, problem-based, and designed with input from employers and apprenticeship sponsors.
- Prioritizes opportunities for work-based learning, in which the participant completes meaningful job tasks in a workplace.
- Uses work-based learning to develop participants' understanding and ability to navigate company and industry culture, as well as specific position functions and workplace policies and procedures.



Image Description, Apprentice in a classroom smiling, Text: Get on the path to success

5. Offering of Academic, Career Exploration, and Wraparound Supports

- Provides orientation to the industry and exposure to a range of occupations, career paths, wages, and information about job opportunities.
- Supports exploration of postsecondary credential options aligned with career interests.
- Supports participants in developing a career plan that identifies short- and long-term goals, including potential barriers and possible solutions.
- Provides wraparound supports such as tutoring and case management, including access to resources for childcare, mental health, transportation, and housing.



Image Description, IT Apprentices reading computer monitor with mentor, Text: Earn a paycheck from day one

6. Transition into a Registered Apprenticeship

- Partners with industry, employers, unions, intermediaries, and the public workforce system to facilitate placements.
- Works with program sponsors to determine their form of selection preference for program graduates, such as guaranteed interviews or direct entry into a high-quality apprenticeship.
- Facilitates the provision of advanced standing when the curriculum of the pre-apprenticeship program overlaps with the apprenticeship program.
- Connects program graduates who do not enter an apprenticeship to a postsecondary education and training option, or to an employer in a related field for an interview.

Promising Practices from Existing Programs and Other States

- Evidence of a continuous project communication plan demonstrating the program's working relationship with one or more registered apprenticeship programs in the development of elements such as curriculum, class activities, evaluation methods, and teaching techniques.
- The program incorporates safety training. Safety training on all aspects of the job – from tool use, to hazard recognition, fall protection and personal protective equipment – is critical both in the preparatory program and on a jobsite. Most pre-apprentices will need to learn more specific skills once they enter an apprenticeship, but they should be taught the basics of workplace safety and health.
- Focus on employability - Incorporate basic workplace skills such as showing up on time, wearing the right clothes, bringing a lunch, appropriate cell phone use, working on a team and being responsive to a supervisor. Show evidence of communication with the registered apprenticeship program(s) about expectations and practices on the job site or within a given occupation, and how these practices are incorporated into the preparatory program.
- Physical fitness - Incorporate into the preparatory program physical work that will be done in the apprenticeship career path, so students will be physically prepared. May include stretching, strength, flexibility and cardiovascular conditioning to the extent necessary for the trade or occupation the student is pursuing.
- Math skills - Evidence of applied mathematical concepts relevant to the level of math the student will need to meet or exceed minimum qualifications and be a successful candidate in the apprenticeship program. Applied math concepts should identify common scenarios involving math for the trade or occupation to use in the classroom.
- Program participant population - detailed description of the tools and activities used to recruit and retain students, and **how** underrepresented populations are encouraged to enroll in the program.
- Apprenticeship Articulation Agreement and credit for prior learning - applicants must submit a signed articulated agreement (AKA: Memorandum of Understanding (MOU) from the sponsor of a USDOL registered apprenticeship program. The MOU with the employer must include the training curriculum, name of the registered apprenticeship sponsor/employer, USDOL apprenticeship program number, and occupation. The letter of support must explicitly identify the amount and type of credit a pre-apprenticeship program completer will earn if they later join the registered apprenticeship program and how that prior credit will be applied. The MOU should specify the process by which the apprenticeship sponsor will grant a pre-apprenticeship completer credit.
 - Credit may come in the form of prior learning credit counted towards completion of related technical instruction and/or, credit for on-the-job training hours and/or credit for on-the-job training competencies and/or credit for industry certifications required for completion of the registered apprenticeship.

Resources

- <https://www.moapprenticeconnect.com/>
- https://dhewd.mo.gov/apprenticeship_missouri.php
- <https://www.tn.gov/apprenticeshiptn/employers-sponsors/pre-apprenticeship.html>
- [Wisconsin's pre-apprenticeship program](#)
- [Ohio's quality pre-apprenticeship policy](#)
- [Info on pre-apprenticeship standards and programs in Washington](#)
- [Pre-Apprenticeship Resources page on our Apprenticeship Community](#) on WorkforceGPS contains a lot of information, including DOL's and JFF's quality pre-apprenticeship frameworks and information on many pre-apprenticeship programs around the country.



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